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ABSTRACT

This proposal culminates a 5-year study of the possibility of awarding associate degrees at Gallaudet College, a private, liberal arts college for hearing impaired adults. The proposal outlines an Associate of Applied Science degree (AAS) in Office Systems at the School of Preparatory Studies. First, introductory material provides a brief history of associate degree development at Gallaudet, a rationale for the associate degree program, and a rationale for the AAS in Office Systems, which stresses the fast growth of the field and the fact that deaf students can successfully compete with hearing students for jobs. The next sections consider the curriculum development process, credits, admission and graduation requirements, target population, and program staffing. The section following describes the AAS competency-based curriculum in detail, presenting program competencies, a chart showing the suggested sequence of courses, and information on proposals for new courses. Next, course descriptions are provided for: (1) "Introduction to Computers and Office Systems"; (2) "Business Math I"; (3) "Career Orientation"; (4) "Word Processing I"; (5) "Records Management and Office Machines"; (5) "Environmental Science"; (6) "Bookkeeping"; (7) "Word Processing II"; (8) "Database Management Systems"; (9) "Spreadsheets and Graphics"; (10) "Introduction to the Modern World"; (11) "Introduction to the Humanities"; (12) "Business Math II"; (13) "Office Procedures"; and (14) "Computer Applications." For each course, the following information is presented: course title, prerequisites, credit hours, course description, rationale for course, function of course in the curriculum, performance objectives, performance evaluation, administrative considerations, syllabus, text name, and bibliography. (EJV)

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ED266833

PROPOSAL

ASSOCIATE OF APPLIED SCIENCE DEGREE IN OFFICE SYSTEMS

SCHOOL OF PREPARATORY STUDIES
GALLAUDET COLLEGE
WASHINGTON, D.C.

February 21, 1986

IC 860 125

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SUMMARY

In the 1980's, Gallaudet College must meet the challenge of providing alternative higher education programs for an increasingly diverse student population. The decision to award associate degrees is consistent with the current needs of the college and the current and potential student population.

Gallaudet College has been studying the possibility of awarding associate degrees since 1980. This proposal culminates that study by outlining an Associate of Applied Science Degree in Office Systems at the School of Preparatory Studies.

By expanding its degree program to include associate degrees, Gallaudet College joins a national movement. The number of associate degrees awarded by four-year institutions has grown steadily over the past decade. Studies predict that by the year 1991, institutions of higher education will award one million associate degrees.

Office Systems was chosen as the new associate of applied science degree program at the School of Preparatory Studies for two major reasons. First, studies indicate that office systems is one of the fastest growing fields, with a projected increase of more than three hundred thousand new jobs by the year 1990. Second, deaf students can successfully compete with hearing students in the field of office systems.

The target population for the associate of applied science degree comprises a new constituency for Gallaudet College. The same criteria currently used by the admissions office for Gallaudet students will be used for admission into the associate of applied science degree program.

The curriculum proposed for the Associate of Applied Science in Office Systems was developed in accordance with guidelines established by the National Council for Occupational Education. Internal review included an analysis of the proposed curriculum by the SPS faculty and by several members of Gallaudet's Collegiate Faculty. External review occurred through a meeting of the AAS Advisory Board, with members representative of major national corporations.

The AAS curriculum has two components. The "core" or general education component consists of 46 required credit hours. The technical component consists of 43 required hours. The entire curriculum is competency-based. Assessment of student progress will be systematic and continuous. The AAS program will issue credits, not automatically transferable to a baccalaureate degree.

SPS proposes to staff the new AAS program with faculty currently employed by Gallaudet College. Several major corporations are considering the possibility of offering instructional support to the School of Preparatory Studies AAS program.

Introduction

For more than a century, Gallaudet College has met the challenge of providing higher education opportunities to deaf students. Today, this challenge must be met by exploring alternative programs for a diverse student population.

A Brief History of Associate Degree Development at Gallaudet

In 1980, Gallaudet responded to an alarming attrition rate of 48% and a growing student demand for more career-oriented programs by establishing an Associate of Arts Program Development Office to investigate the feasibility of two-year associate degree programs. According to a 1981 survey, 65% of the faculty and 85% of the students responding supported the concept of associate degree programs at Gallaudet. In the spring of 1982, the Collegiate Faculty voted to endorse "the efforts of the Associate Degree Advisory Board to establish Associate Degree Programs." This action gave impetus to individual faculty and departmental efforts to develop two-year associate degree programs and provided the foundation for current program development at the School of Preparatory Studies.

Rationale for the Associate Degree Program

Associate degree programs will serve several important functions at Gallaudet. Associate degree programs will:

1. accommodate student interest in areas other than the majors currently offered;

2. appeal to the needs of eligible deaf students not currently receiving a post-secondary education;

3. attract students who are accepted by Gallaudet but elect not to enroll;

4. serve as program options for students with language deficiences who withdraw before finishing the baccalaureate program; and,

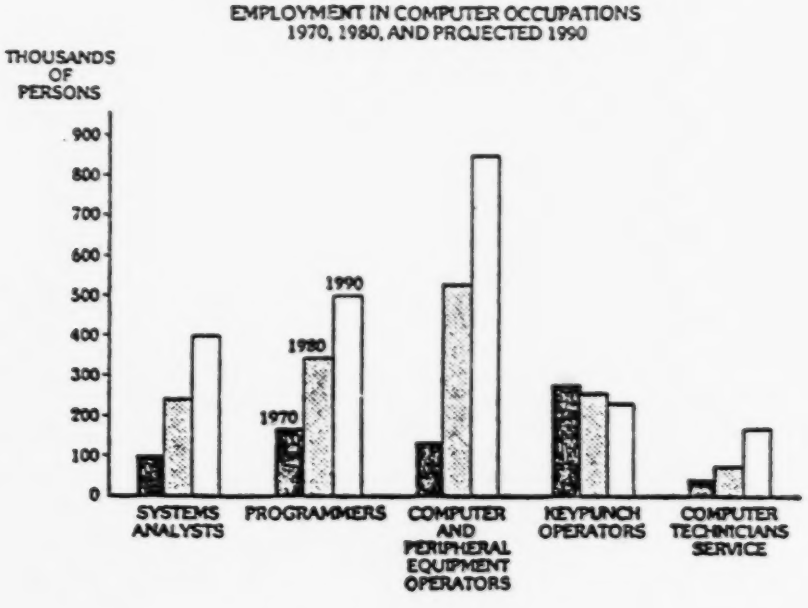
5. increase career opportunities for students.

By expanding its degree programs to include associate degrees, Gallaudet joins a national movement. The National Center for Education Statistics reports a steady growth in the number of associate degrees awarded in recent years. Today, associate degrees comprise approximately 25% of all degrees awarded in higher education. By 1991, studies predict that institutions of higher education will award one million associate degrees. By the middle of the next decade, associate degrees will total almost 50% of all degrees awarded. The American Association of State Colleges and Universities (AASCU) advocates the awarding of associate degrees by four-year institutions, characterizing the

practice as "highly desirable and educationally sound." Almost 50% of four-year member institutions of AASCU offer two-year associate degrees.

Rationale for the AAS in Office Systems

The decision to develop the Associate of Applied Science in Office Systems at the School of Preparatory Studies was made on the basis of careful examination of the future marketplace and the abilities of the target populations. Many studies of employment trends document the demand for workers who can operate automated office systems. Honeywell Corporation recently commissioned a report in conjunction with 17 other national corporations. The report analyzed employment trends between 1984 and 1995. According to the study, the demand for workers who can operate computers and peripheral equipment will increase by 63% by 1990. This translates into a demand for more than three hundred thousand new workers in the field of office systems. The chart below indicates the growth projections for computer and peripheral equipment operators and office automation/information systems workers.



SOURCE: "Employment Trends in Computer Occupations," Bureau of Labor Statistics, October 1981, p. 2.

Establishing an AAS program in office systems will enable Gallaudet College to prepare hearing-impaired employees to enter and compete successfully in a growing marketplace.

The Curriculum Development Process

The Associate of Applied Science in Office Systems was developed by members of the faculty and staff of the School of Preparatory Studies, with technical assistance from the Gallaudet Instructional Development and Evaluation Center and Dr. Arthur Cohen, President of the Center for the Study of Community Colleges, a well-known expert in the field of associate degree programs. In addition, the AAS curriculum proposal was reviewed at a recent meeting of the Gallaudet AAS Advisory Board. The members of the Advisory Board are:

Dr. Arthur Cohen
President
Center for the Study of
Community Colleges

Dr. James Gollatscheck
Executive Vice President
American Association of
Community and Junior Colleges

Dr. Charles Pearce
Department Chair
Business Administration
Gallaudet College

Dr. Susan Ruffin
Instructor
Business Education
MSSD

Ms. Sandy Stearns
Manager
Field Software Support Systems
Honeywell, Inc.

Ms. Judy Tingley
California State Coordinator
of Services for the Deaf

Dr. William Varrieur
Professor
Business Administration
Gallaudet College

Ms. Nyad Ann Wagner
Secretary
Marymount College

Ms. Francine Wright
Operation Manager
Computer Sciences Corp.

Mr. John T. C. Yeh
President
Integrated Microcomputer
Systems

Mr. Henry Nicholds
Sales Planning Manager
Xerox Corporation

In 1985, the National Council for Occupational Education issued a report entitled "Criteria for Excellence in Associate of Applied Science Degree Programs." The curriculum presented in this proposal was compared to the NCOE criteria. The School of Preparatory Studies AAS program meets, and in some areas exceeds, the standards established by the NCOE.

All program and course proposals presented in this document were reviewed by the faculty of the School of Preparatory Studies.

Credits

The School of Preparatory Studies will award credits for the Associate of Applied Science in Office Systems degree. Credits may only be applied toward a degree in an associate of applied science program. Credits may not be transferred to a baccalaureate degree unless specific action is taken by an academic department to recognize the equivalency of an associate degree course with a baccalaureate degree course.

Admission Requirements

The associate of applied science program will follow the same admission requirements and criteria as are currently established for all students entering Gallaudet College.

Graduation Requirements

A candidate for graduation with an associate of applied science degree must fulfill the following requirements:

1. successful completion of a minimum of 89 credit hours;

2. a score of 40 out of a possible 70 in reading and 50 out of a possible 100 in writing on the English Placement Tests; and,

3. cumulative grade point average of 2.0 or better.

Target Population

The target population for the AAS program comprises a new constituency for Gallaudet College. The target population includes students who:

1. have been advised through counseling to consider career oriented programs compatible with their abilities;

2. have expressed interest in fields of study not presently offered by Gallaudet College; and,

3. have indicated a desire to enter the job market without the customary four-year time investment.

Staffing the AAS Program at the School of Preparatory Studies

The curriculum for the AAS degree will be taught by faculty currently employed at Gallaudet College. All of the faculty for the general education courses will be drawn from current SPS faculty. Instructors for the technical courses will be drawn from SPS faculty and from other campus units. The AAS Advisory

Board has also suggested that some instructors be drawn from corporations. This possibility will be explored more thoroughly in the next several months.

The Competency-Based AAS Curriculum

The AAS curriculum has two components: the "core" or "general education" coures and technical courses. All courses were developed from four basic competencies. Student assessment toward th program competencies will be systematic and continuous.

The following sections describe the AAS competency-based curriculum in greater detail.

SCHOOL OF PREPARATORY STUDIES

ASSOCIATE OF APPLIED SCIENCE IN OFFICE SYSTEMS

PROGRAM COMPETENCIES

Students will:

1. Demonstrate skills needed to facilitate life-long learning.

2. Demonstrate marketable skills necessary for employment upon completion of the program.

3. Demonstrate abilities to grow as individuals.

4. Demonstrate an understanding of the social, physical, and economic forces which impact upon their lives.

COMPETENCIES

No. 1: Provide students with competencies needed to facilitate life-long learning.

The student is able to:

1. Comprehend the literal meanings and explicit content of basic written materials.
2. Follow written directions.
3. Draw logical conclusions and inferences about subjects from generalizations, definitions, facts or details given in written materials.
4. Demonstrate the ability to use English grammar, usage and vocabulary in formal writing.
5. Demonstrate appropriate communication behavior in a variety of social and professional settings.
6. Demonstrate the following conversational skills: turn-taking, maintaining the topic, disagreeing, listening, paraphrasing.
7. Distinguish between statements of fact and statements of opinion.
8. Identify behaviors shared by deaf and hearing Americans and behaviors which are part of deaf culture only and hearing culture only.
9. Identify emotions experienced by individuals in cross-cultural communication/situations.
10. Identify settings in which a deaf person should request the use of an interpreter.
11. Identify the following as major aspects of the concept of relationships: intimacy (public/private); stages (beginning, growth, termination).
12. Identify individual communication strengths and weaknesses.
13. Demonstrate the ability to perform the four basic math operations on whole numbers (fractions, decimals, and percents).
14. Perform all math operations using a calculator.

15. Apply basic mathematics to personal and business cash management (record-keeping, banking, budgeting, income management, credit, savings and investments, and purchasing real estate).

16. Manage own learning behavior by noting academic strengths and weaknesses and working to remediate weaknesses.

17. Use academic support services.

18. Find information, using: the library, newspapers, magazines, technical manuals, various parts of a book, community resources and computer files on a disk.

19. Use test-taking strategies.

20. Obtain information from various sources for both verbal and figurative problem solving tasks.

21. Apply relevant information to problem solving tasks.

22. Express clearly the solution to a problem.

23. Ask questions to clarify issues.

24. Judge the credibility of sources of information.

25. Detect bias.

Goal No. 2: Provide students with marketable skills necessary for employment upon completion of the program.

26. Demonstrate marketable job skills.

27. Identify the characteristics of a good employee in the following areas: responsibilities, committments, attitude, dress code and interpersonal interaction.

28 Identify the appropriate chain of command in a variety of work settings.

29. Identify the appropriate personnel for work-related problems.

30. State (verbally, written and signed) career goals.

31. Identify strategies for finding a job.

32. Develop an appropriate resume.

33. Demonstrate job interview skills.

Goal No. 3: Provide students with opportunities to grow as individuals.

34. Describe the relationship among nutrition, exercise and physical/mental health.

35. Describe positive strategies and defense mechanisms to utilize when coping with stress.

36. Describe human sexuality.

37. Describe the health risks related to: tobacco, alcohol abuse and drug abuse.

38. Demonstrate skills in physical exercise.

39. Recognize own individual skills and interests.

40. Demonstrate appropriate behavior in a group.

41. Identify the various forms of art which enrich our lives.

Goal No. 4: Demonstrate an understanding of the social, physical and economic forces which impact upon their lives.

42. Identify current local, national, and international issues.

43. Describe relationships between self and local, national, and international issues.

44. Identify the basic features of modern economic systems.

45. Identify characteristics of the major systems of government.

46. Identify ways in which humans interact with the natural environment.

47. Describe prevention and treatment of common illnesses and genetic disorders.

48. Identify ways in which humans use energy.

SUGGESTED SEQUENCE OF COURSES

OFFICE SYSTEMS PROGRAM

Semester I	
Mathematics	5
English Language Program	6
Physical Education	1
Health/Communication	3
Preparatory Academic Survival Skills	1
Science	3
*Introduction to Computers and Office Systems	3
	22

Summer Practicum - 5 hours

Semester III	
*Environmental Science	3
English Language Program	4
*Bookkeeping	3
*Word Processing II	3
*Database Management Systems	3
*Graphics and Spreadsheets	3
	19

Summer Practicum - 5 hours

Semester II	
English Language Program	4
*Business Mathematics I	3
Health/Communication	3
*Career Orientation	3
*Word Processing I	3
*Record Management and Office Machines	3
	19

Semester IV	
*Introduction to the Modern World	3
English Language Program	4
*Introduction to Humanities	3
*Business Mathematics II	3
*Office Procedures	3
*Computer Applications	3
	19

TOTAL HOURS - 89

*New Courses. Course proposals follow.

PROPOSALS FOR NEW COURSES

The School of Preparatory Studies recognizes that the following components of these course proposals are binding; that is, they can be changed only by submission of the changes to Committee B and the Collegiate Faculty:

Department	Credit Hours
Title	Course Description
Prerequisites	Function of the Course in the Curriculum

The following components are for information only:

Rationale	Performance Evaluation
Instructor	Administrative Considerations
Performance Objectives	Syllabus, Name of Text and Bibliography

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Introduction to Computers and Office Systems

Prerequisites: None

Credit Hours: 3

Course Description:

This course provides a general overview of computers, their functions in modern society and in office applications. Emphasis is placed on vocabulary and computer terminology. Discussions will be conducted on computer hardware, disk operating systems (DOS), information storage, and care of computers and disks. Students will visit computer centers and automated offices. Students will discuss and identify careers in office systems.

Rationale for Course:

This course will provide students with a basic understanding of computers, their role in a modern office, and job opportunities in computer related fields.

Function of Course in Curriculum:

Introduction to Computers and Office Systems serves as a required introductory computer and career course.

Instructor: Robert R. Gotwals, Jr.

Performance Objectives:

Students will:

1. Define computer terminology.
2. Discuss operational procedures of a computer.
3. Demonstrate the use of disk operating systems.
4. Demonstrate the proper care and use of disks.
5. Identify appropriate hardware for computer centers and automated offices.
6. List the uses of computers.
7. Identify and describe careers in office systems.

Performance Evaluation:

Students will be evaluated on the basis of production, timed tests, and major projects. Class participation, and attendance are also considered in determining grades.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College. Hardware and software required for the course are part of the current SPS inventory and will require little or no new costs.

SYLLABUS

Course Content:

In this beginner's course students will be introduced to a variety of computer concepts and gain an understanding of computer uses in society. Students will be instructed in the following areas:

A. Parts of the Computer

B. Major Differences Between Three Classes of Computers

1. Mainframe Computer
2. Minicomputer
3. Microcomputer

C. Computer Applications (outside of those commonlyu found in business, such as inthe field of Medicine, Scientific Research, Engineering, and Education).

D. Purposes of Business Applications, Software Tools (Word Processing, Electronic Spreadsheets, Database Management, Business Graphics, Accounting, and Telecommunications).

E. Distinction Between Various Kinds of Software.

F. Basic Hardware Maintenance and Troubleshooting.

G. Exploration of Careers in Microcomputer and Office Systems Field.

Name of Text:

Microcomputer Applications: Using Small Systems Software. Wolff Terrie B., Boston, Massachusetts, Boyd and Fraser Publishing Company, 1984.

Bibliography:

Beechold, Henry E. The Plain English Repair and Maintenance Guide for Home Computers. New York: Simon and Schuster, Inc., 1984.

Consciousness. Reading, Massachusetts: Addison Wesley, 1980.

Framework: On-the-Job Applications. Culver City, CA: Ashton-Tate Publishing Group, 1985.

Glossbrenner, A. Computer Communications. Crystal Lake, Illinois: Follett Library, 1983.

Hawkes, N. The Electronic Revolution: Computers. F. New York: Franklin Watts, 1983.

Helms, Harry. The McGraw-Hill Computer Handbook. New York: McGraw-Hill Book Company, 1983.

House, Kim G. and Marble, Jeff. Printer Connection Bible. Indianapolis, Indiana: Howard W. Sims and Company, Inc., 1985.

Naiman, Arthur, Computer Dictionary for Beginners. New York: Ballatine, 1983.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Business Math I

Prerequisites: None

Credit Hours: 3

Course Description:

This course deals with a wide selection of basic business and financial management problems. Topics include: Cash Records, Banking Transactions, Finance Charges, Record Keeping and Budgeting, Insurance (Life, Health andCasualty), Home and Car Financing.

Rationale for Course:

The course provides students with tools to make intelligent financial management decisions in basic business and personal situations.

Function of Course in Curriculum:

This course is required for all students in the AAS program. It is intended to give them a broad background in calculation skills applied to real life or business situations.

Instructor: Fran Harris

Performance Objectives:

The student will:

1. Improve skills in using the 4 Basic Operations (Addition, Subtraction, Multiplication and Division) on whole numbers, fractions and decimals.

2. Solve problems using a calculator.

3. Reconcile a Bank Statement.

4. Prepare a family budget.

5. Calculate credit charges on installment purchases.

6. Prepare a Federal Income Tax 1040 EZ form.

7. Compare various Health and Life Insurance Plans.

8. Calculate the cost of Home and Automobile Ownership.

Performance Evaluation:

Performance will be evaluated through regular homework assignments, hour tests, mid-term and final exams and through the completion of computer applications modules.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College. The SPS budget will support the cost of purchasing calculators to be used for this course and for other technical courses.

SYLLABUS

Course Content:

Topics

1. Use of the calculator
2. Bank Records
3. Finance Charges
4. Recordkeeping and Budgeting
5. Payroll and Taxes
6. Insurance (compare various advantages and disadvantages of a number of Health and Life Insurance plans)
7. Home Ownership (Mortgages, Escrow Accounts, Percent of Interest)
8. Car Ownership

Name of Text:

Lange, W., Mason R., Rousos T., Business Mathematics, Boston, Ma: Houghton Mufflin, 1986.

Bibliography:

Quick Arithmetic, Robert A. Carman and Marilyn J. Carman New York, Wiley Publishers, 1974.

Business Math: Simplified and Self-taught, Fred B. Chernow, New York, Arco Publishers, 1982.

Everyday Math Made Easy, Peter Davidson, New York, McGraw-Hill, 1984.

Arithmetic for the Practical Worker, James Edgar Thompson, Von Nostrand, 1962.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Career Orientation

Prerequisites: Communication in Human Relationships

Credit Hours: 3

Course Description:

Career Orientation emphasizes the following knowledge and skills: awareness of employment trends and opportunities; job search skills; human relationships on the job; employment goals and interests; identification of students' own strenghts and weaknesses relative to a career; and, recognition of business principles and operations.

Rationale for Course:

AAS programs are designed to provide students with marketable job skills. A technical program must also prepare students to find employment, work effectively in an employment setting, and recognize their own strengths and limitations as a basis for self-improvement.

Function of Course in Curriculum:

This course is required for all AAS students in the second year of the program. Communication, required in the first year of the program, is an important prerequisite.

Instructor: A career counselor, to be determined.

Performance Objectives:

1. Identify the characteristics of a good employee in the following areas: Responsibilities, commitments, attitude, dress and interpersonal interaction.
2. Identify the appropriate chain of commands in a variety of work settings.
3. Identify the appropriate personnel to go to with work-related problems.
4. State career goals.
5. Identify strategies for finding a job.
6. Develop a resume.
7. Complete job application forms.
8. Demonstrate job interview skills.
9. Recognize own strengths and weaknesses.
10. Identify future trends in employment in a variety of fields.
11. Recognize basic business management principles.

Performance Evaluation:

Mid-term and Final Examinations.

Participation in a simulated interview.

Development of a resume.

Participation in role-plays related to interpersonal interaction in an employment setting.

Administrative Considerations:

This course does not duplicate any course currently offered by Gallaudet College.

SYLLABUS

Career Content:

Weeks	
1 & 2:	Introduction to the "World of Word": discussion of history and future of the work-place, career trends, and self interests.
3 & 4	Job search skills, including a discussion of employment agencies (possible guest speaker), newspaper advertisements and professional "networks."
5 & 6	Developing a resume and completing job application forms.
7 & 8	Interviewing for a job: how to dress; how to behave.
	(MID-TERM EXAMINATION)
9 & 10	Introduction to business management principles: labor laws affecting employer - employee relations; business structure (sole proprietorship, partnership, or corporation; private, public, quasi-public, or government profit or non-profit); and, function of management.
11 & 12	Life at work: discussions of (employee - employer relationships) the chain of command in various organizations, and the characteristics of a good employee.
13 & 14	Problem-solving on the workplace: discussions and role plays of common work related interpersonal-professional problems.
15 & 16	Planning a lifetime of work: discussions of career paths and advancement; analysis of strengths, weaknesses and interests.

Career Orientation:

Expectations for the student: To pass this course, you must demonstrate competence in the following areas:

1. State Your Career Goals.
2. Identify Strategies for Finding a Job.
3. Develop a Resume.
4. Complete Job Application Forms.
5. Demonstrate Job Interview Skills.

6. Recognize Your Own Strengths and Weaknesses.

7. Identify Employee - Employer Relationships.

8. Identify the Characteristics of a Good Employee.

9. State the "Chain of Command" in a Variety of Work Settings.

10. Discuss Business Management Principles.

Name of Text: (To be determined)

Bibliography:

Eggland, S. and Williams, J. Human Relations in Business. New York: South-Western Publishing Co., 1977.

Russon, A., and Wallace, H. Personality Development for Work. New York: South-Western Publishing Co., 1981.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Word Processing I

Prerequisites: None

Credit Hours: 3

Course Description:

A basic course in which students receive hands-on training using display and non-display word processing equipment and modern software. Skills covered in this course include keyboarding techniques and texts editing. Students will handle a variety of applications, including correspondence, reports, and statistical information. Students who enter without typing skills will be required to complete a series of typing skill development modules.

Rationale for Course:

This course is designed to keep students abreast with modern technology and enhance their knowledge of information systems. Word processing skills prepare students for a variety of career choices.

Function of Course in Curriculum:

This course serves as a required part of the AAS technical curriculum and as a prerequisite for all other word processing courses in the curriculum.

Instructor: Dr. Susan Ruffin

Performance Objectives:

The students will be able to:

1. Use the keyboard of a computer with confidence, speed, and accuracy.
2. Produce high quality error free copy from rough draft.
3. Develop skill in formatting letters, memos, reports, and tabulations.
4. Proofread with accuracy.
5. Demonstrate skill in text editing.

Performance Evaluation:

Students will be evaluated on the basis of production, timed tests, and major projects. Class participation and attendance are also considered in determining grade.

Administrative Considerations:

This course will use equipment which is currently part of the SPS inventory.

SYLLABUS

Course Content:

In this introductory course, students will become familiar with computer applications, professional tasks, and appropriate work habits in a modern office. Students will be instructed in the following areas:

A. Use of the Disk Operating System (DOS).

B. Loading a Program.

C. Keyboard Techniques and Functional Keys.

D. Creation, Saving, Retrieval, and Editing of Documents.

E. Computer Spelling Check.

F. Finding and Replacing Words and Phrases throughout a Document.

G. Basic Tabulations.

H. Appropriate Work Habits.

Name of Text:

Braddock, Bill. Skill Building Exercises for the Word Processor. New York: Dictation Disc Company, 1985.

Warner, Jean R. Word Processing for Colleges. Baltimore, MD., H.M. Rowe, Company, 1984.

Bibliography:

Brighting and Dimdale, Using Computer Concepts in an Information Age, Albany, New York: Delmare Pubishing, 1984.

Boyce, B. Electronic Office and You; Word Processing Concepts, Hights Town, New Jersey: Gregg/McGraw-Hill, 1985.

Levin and Cohen, Word Processing, Encino, California: Glencoe Company, 1985.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Records Management and Office Machines

Prerequisites: None

Credit Hours: 3

Course Description:

This course is designed to teach students accepted methods of maintaining business records. Document filing and retrieval activities require students to maintain files using alphabetic, numeric, geographic, and cross-referencing techniques. Introduces procedures for use of ten-key adding machine, electronic calculator, and office machines. Hands-on experience with office equipment is basic to this course.

Rationale for Course:

Keeping records and using office machines are an integral part of all office and office-related occupations. Moreover, many of the performance requirements for jobs in other vocational services involve the daily use of records and office machines.

Function of Course in Curriculum:

This course is required for all students in the Office Systems program. It is a fundamental course designed to prepare students to manage records and office equipment in a business environment.

Instructor: Joanne Royce

Performance Objectives:

By the end of this course, the students will be able to:

1. Store and Retrieve Records
2. Identify Types of Filing Systems
3. Plan and Set-Up a Filing System
4. Identify Criteria for Selection of Filing System
5. Index Records
6. Use Flowcharts
7. Use Various Reproducing Equipment
8. Operate Electric and Electronic Calculators
9. Cut Stencils and Masters
10. Duplicate Copies on the Mimeograph and Fluid Duplicators

Performance Evaluation:

1. Mid-Term Test
2. Final Examination
3. Written Report of Office Visits
4. Timed Exercises Using Office Equipment
5. Portfolio of Material Duplicated
6. Simulated Filing System Developed by Student

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College. The duplicating equipment required to train students is part of the SPS current inventory. Electric and electronic calculators will be purchased.

SYLLABUS

Course Content:

Week	
1	Develop familiarity with major methods of recording information; including letters, interoffice memorandum, directives, microfilm, and computer. Identify various containers and locations for record storage.
2 - 4	Examine the types of filing systems: alphabetical, subject, geographic, numeric, and cross-referencing. Determine the factors taken into consideration when selecting a filing system.
5	Meet with three office record keepers in different offices. Write a description of the filing system for each and include comments about the system's effectiveness. Report findings to class.
6 - 7	Discuss basic rules for indexing. Identify indexing systems: individual names, names of organizations or businesses, and governmental and political designations. In simulated office situations, determine how a record is to be filed so that it can be found, and retrieve information from an indexed system.
8	Analyze the use of flowcharts in recordkeeping. Identify the different types of flowcharts, flowchart symbols, flowchart procedures, and flowchart systems. Answer questions based on flowchart.
9 - 10	Discuss the process, techniques, and equipment employed in the multiple copying or reproduction of documents. Practice using a variety of equipment to duplicate documents.
11 - 12	Develop techniques for data processing with electric adding machines and electronic calculators.
13 - 15	Apply record management skills and office machine operation skills to simulated office problems.

Name of Text:

Huffman, Harry. General Recordkkeeping, McGraw-Hill, Inc. 1984.

Archer, Fred. General Office Procedures, McGraw-Hill, Inc. 1985.

Bibliography:

Kilchenstein and Grant-Goddard, Intensive Office Skills Review, Cincinnati, OH: South-Western Publishing Company, 1985.

Poe, H., Getting Involved with Business, Gregg/McGraw-Hill, 1981.

Telley, Herrman, etc., Personal Business Management, New York: Gregg/McGraw-Hill, 1985.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Environmental Science

Prerequisites: Prep Science 041 or an equivalent

Credit Hours: 3

Course Description:

Environmental Science focuses on current issues of health and environmental problems. This course is an interdisciplinary approach to problems. Several physical, biological, and social disciplines are integrated into the course.

Rationale for Course:

Environmental Science will increase the students' awareness of their health and the environment. Practical knowledge will help the students to make informed decisions which will have an impact on their daily lives. This course will help the students to function more efficiently as responsible citizens in a society shaped by science and technology.

Function of Course in Curriculum:

Environmental Science is a required course in the general education portion of the curriculum. This course provides the students an opportunity to reinforce their basic skills - reading, writing, computation, thinking skills and communication.

Instructor: Carole Bateman

Performance Objectives:

1. List the causes of major health problems.
2. List all pathogens and how they affect humans.
3. List common infectious diseases and methods of prevention and treatment of illnesses and diseases.
4. List common genetic disorders.
5. Identify ways to become a better health consumer.
6. Identify the problems of older members of society.
7. Describe how weather affects humans.
8. Identify problem related to population growth.
9. Identify the causes of pollution (air, water, and chemical) and describe how they affect life on earth.
10. Describe the effects of radiation and radioactivity.
11. Describe energy, energy resources and renewable energy resources.
12. Describe energy consumption and conversation.

Performance Evaluation:

1. Students will attend all laboratory sessions and class room lectures and will complete all homework and laboratory assignments.
2. Students will take four one-hour tests, one mid-term and one final examination.
3. Students will bring at least one article from a newspaper or magazine on an issue or problem related to health or environment. He/she will present this article to the class.
4. Students will attend one community meeting on an issue or problem related to health or environment and will write a short report on this meeting.
5. Students will engage in at least one formal debate on an issue or problem related to health or environment.
6. Students will write one term paper on an issue or problem related to health or environment.

Grading:

Attendance, Homework, Laoratory	20%
Article, Debate, Meeting	10%
Term Paper	10%
Four Hour Tests	40%
Final Examination	20%
	100%

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

SYLLABUS

Course Content:

A. Major Health Problems
   1. Cariovascular Diseases
   2. Cancer
   3. Arthritis, Diabetes, and Anemias
   4. Respiratory Diseases
   5. Allergy and Immune Disorders

B. Pathogens
   1. Viruses, Bacteria, Fungi, Protozoa and Parasitic Worms
   2. How our body "fights" against these pathogens

C. Common Infectious Disease
   1. Colds, Influenza, Pneumonia, Tuberculosis, Mononucleosis, and Hepatitis

D. Genetic Disorders
   1. Sickle-Cell Anemia, PKU, Downs Syndrome
   2. Genetic Counseling

E. Health Care Consumer
   1. Types of Health Care
   2. Health Insurance
   3. Quackery

F. Growing Older
   1. Mental and Physical Health
   2. Death and Dying
   3. Funerals and Wills

(MID-TERM EXAM)

G. Environment: Coping with Change
   1. Weather
   2. Population Boom
   3. Urbanization
   4. Pollution
   5. Radiation and Radioactivity

H. Energy Resources
   1. Fossil Fuel Supply
   2. Renewable Energy Resources

I. Energy Consumption and Conservation (Household Users)
   1. Heat and Temperature
   2. Transformation of Energy
   3. Electricity
   4. Light
      a. Reflection and Refraction
      b. Lenses
      c. Microwaves, X-Rays, Lasers

(FINAL EXAM)

Name of Text: (To be determined)

Bibliography:

Brockway, S., Gardner, P., and William, J. General Science. Allyn and Bacon, Inc., Newton, Mass. 1985.

Combs, G. and Hales, W. An Invitation to Health, Your Personal Responsibility. The Benjamin/Cummings Publishing Co., Inc. Menlo Park, CA, 1983.

Moran, A., Morgan, G., and Wiersma, F. An Introduction to Environmental Sciences. Little, Brown & Co., Boston, Mass. 1973.

Turk, A., Environmental Science. W.B. Saunders Co., Philadelphia, PA. 1978.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Bookkeeping

Prerequisites: Prep Math

Credit Hours: 3

Course Description:

This is an introductory bookkeeping course that focuses on the on-the-job activities of the typical bookkeeper. It is designed to develop an understanding of the elements of a business system. The study of basic bookkeeping and accounting principles are included to provide students with an understanding of the bookkeeping cycle and the purpose of keeping financial records.

Rationale for Course:

This course will serve as a basic introduction to bookkeeping, accounting and financial planning.

Function of Course in Curriculum:

To provide students with realistic business problems and forms to assist in developing understandings, knowledge and skills in bookkeeping and accounting for career preparation.

Instructor: Dr. Susan Ruffin

Performance Objectives:

Upon completion of this course, the student will be able to:

1. Analyze, journalize and post transactions for a business operation
2. Check accounts for accuracy and make all necessary corrections
3. Demonstrate the principles of machine bookkeeping and electronic data processing
4. Prepare financial statements and records
5. Record information from simulated business projects
6. Compute discounts and net amounts for business problems
7. Prepare a balance sheet
8. Prepare an income statement from a trial balance
9. Explain the steps in the bookkeeping cycle
10. Complete a bookkeeping practice set

Performance Evaluation:

Students will be evaluated on accuracy, form, neatness and penmanship when forms are submitted. Tests and quizzes will be administered at the end of each unit. Written homework is assigned on a regular basis. Mid-term and final examinations are usually given. The completion of simulated projects are also included in the evalaution process.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

SYLLABUS

Course Content:

In this course the students will receive instruction in the following areas:

1. A survey of careers in the fields of bookkeeping and accounting.
2. The control of business funds using the checkbook and petty cash book.
3. The sales and accounts receivable cycle.
4. The purchases and account payable cycle.
5. An introduction to the use of the general ledger in a service business.
6. Discuss the use of journals and subsidiary ledgers and prove the accuracy of these ledgers.
7. Compute and handle trade and cash discounts plus taxes.
8. Journalize from business papers and learn about machine bookkeeping and automated data processing.
9. Prepare financial statements in connection with the records of a business.
10. Discuss sales tax records for a retail business.
11. Calculate data for financial statements.
12. Apply bookkeeping skills to simulated business projects.

Name of Text:

Swanson, et. al. Century 21 Bookkeeping and Accounting. Cincinnati: South-Western Publishing, 1982.

Cycle Center - A Business Simulation - South-Western Publishing Company.

Bibliography:

Professions Accounting - A Business Simulation - South-Western Publishing Company

Baron, H., Practical Record Keeping and Bookkeeping, Cincinnati: South-Western Publishing Company, 1983.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Word Processing II

Prerequisites: Word Processing I

Credit Hours: 3

Course Description:

This course in Word Processing is designed to provide hands on experiences and prepare students for entry level positions in the computer and information processing industry. Emphasis is placed on practical experience and development of marketable skills in programming systems and applications.

Rationale for Course:

This course will provide students with practical experience and entry level job skills for any career involving computers.

Function of Course in Curriculum:

This course serves as a required advanced level course to enhance word processing skills developed in the introductory course.

Instructor: Dr. Susan Ruffin

Performance Objectives:

The students will be able to:

1. Apply their knowledge of equipment operation and word processing concepts in a realistic simulated environment.

2. Apply a variety of word processing applications.

3. Advance from simple to complex tasks with a minimum of assistance.

4. Complete production of major products with a high degree of accuracy and in a timely manner.

Performance Evaluation:

Students will be evaluated on the basis of production, timed tests, and major projects. Class participation and attendance are also considered in determining grade.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

SYLLABUS

Course Content:

In this advanced word processing course, students will be exposed to advanced concepts and applications in word processing. Students will be instructed in the following areas:

A. Creation of Customized Letters, Reports, and Manuscripts

B. Movement, Deletion, and Copying of Blocks of Texts

C. Creation of Documents containing Graphs and Tables

D. Printing of Various Kinds of Documents

Name of Text:

Word Processing Practice and Applications. New York: McGraw-Hill Company, 1983.

Maroney, John. Word Processing Applications in Practice, Cincinnati, OH: South-Western Publishing Company, 1984.

Bibliography:

Warner, A., and Rockwell, J., Word Processing for Colleges, Baltimore, MD: H.M. Rowe Company, 1984.

Popyk, M., Word Information Processing, Hights Town, New Jersey: Gregg/McGraw-Hill, 1986.

Cramp, S., Developing Editing Skills, Hights Town, New Jersey: Gregg/McGraw-Hill, 1985.

Matthews and Moody. The Word Processing Specialist: INFO-TEC, Cincinnati, OH: South-Western Publishing Co., 1986.

Graham, T., Working Your Way Thru Word Star, Cincinnati, OH: South-Western Publishing Co., 1985.

Meroney, A., Word Processing Applications and Practice, Cincinnati, OH: South-Western Publishing Co., 1984.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Database Management Systems

Prerequisites: Introduction to Computers and Office Systems

Credit Hours: 3

Course Description:

Database Management Systems is an introduction to database systems, using a sample database management package (dBase III). This course will introduce the student to common terms and concepts for developing and maintaining a computer database. A strong emphasis on hands-on training in the use of DBMS.

Rationale for Course:

Many offices deal with the management of large information sets. To be competitive in the current and future job market, AAS graduates must be knowledgeable about the management of microcomputer databases.

Function of Course in Curriculum:

This course is a required part of the AAS technical curriculum and serves as an introductory course in skills for the use of a database management systems software package.

Instructor: Dr. Kenneth Epstein

Performance Objectives:

By the end of this course the student will:

1. Define the uses of a database management system.
2. Establish and manipulate database management files.
3. Prepare reports and documents using database files.
4. Design basic procedures for database management.

Performance Evaluation:

Students must demonstrate mastery of the ability to utilize the database system to solve problems of increasing complexity. Quizzes will be used to supplement vocabulary and conceptual instruction.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College. Hardware and software required for the course are part of the current SPS inventory and will require little or no new costs.

SYLLABUS

Course Content:

A. Introductory Concepts

    1. Introduction to database management systems

B. Managing Data

    1. Creating Files
    2. Adding Data
    3. Viewing Data

C. Searching

D. Sorting and Indexing

E. Editing and Modifying

F. Creating and Printing Documents and Reports

G. Numerical Manipulation

H. Designing Procedures

Name of Text:

Byers, Robert A. Everyman's Database Primer. Culver City, CA: Ashton-Tate Publishing Group, 1982.

Simpson, Alan. Understanding dBase III. Berkeley, CA: Sybex, Inc., 1985.

Bibliography:

Beechold, Henry E. The Plain English Repair and Maintenance Guide for Home Computers. New York: Simon and Schuster, Inc., 1984.

Consciousness. Reading, Massachusetts: Addison Wesley, 1980.

Framework: On-the-Job Applications. Culver City, CA: Ashton-Tate Publishing Group, 1985.

Glossbrenner, A. Computer Communications. Crystal Lake, Illinois: Follett Library, 1983.

Hawkes, N. The Electronic Revolution: Computers. F. New York: Franklin Watts, 1983.

Helms, Harry. The McGraw-Hill Computer Handbook. New York: McGraw-Hill Book Company, 1983.

House, Kim G. and Marble, Jeff. Printer Connection Bible. Indianapolis, Indiana: Howard W. Sims and Company, Inc., 1985.

Naiman, Arthur, Computer Dictionary for Beginners. New York: Ballatine, 1983.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Spreadsheets and Graphics

Prerequisites: Introduction to Computers and Office Systems

Credit Hours: 3

Course Description:

Introduction to Computers and Office Systems is a hands-on introductory course in the use of spreadsheet and graphics software. Students will design spreadsheets to solve common business problems, and produce simple reports and graphics based on the spreadsheet data. Emphasis is on vocabulary, techniques, and solutions to common office and business problems.

Rationale for Course:

Spreadsheets and graphics programs have become essential to computer based office procedures. This course introduces students to software, problems, and solutions commonly in use.

Function of Course in Curriculum:

This course serves as an introductory course in spreadsheet and graphics software packages.

Instructor: Dr. Kenneth Epstein

Performance Objectives:

By the end of the course, the students will be able to:

1. Define terminology common to spreadsheet and graphics.
2. Perform basic operations: use an editor; set-up files, access directories, define text, numeric, and computed fields.
3. Demonstrate use of spreadsheets to solve a variety of business problems of increasing complexity.
4. Show awareness of other commercial packages currently on the market.
5. Incorporate (merge) files of different types (word processor, database, and spreadsheet) into one file.
6. Prepare reports and documents using various formats and layouts.

Performance Evaluation:

Students must demonstrate the ability to establish and manipulate software to solve business and personal problems. Quizzes will be used to test concept understanding and terminology knowledge.

Administrative Considerations:

This course does not duplicate any course offered in the Gallaudet College. Hardware and software required for the course are part of the current SPS inventory and will require little or no new costs.

SYLLABUS

Course Content:

A. Spreadsheets and Graphics: Basic Concepts and Vocabulary

B. Framework Basics

1. Loading
2. Basic Screen Format
3. Basic Keyboard Use
4. Menus
5. Getting Help
6. Frame Creation, Labeling, Manipulation, Saving

C. Directories: Manipulation

D. Spreadsheets

1. Entering Text and Data
2. Entering and Using Formulas
3. Modifying and Saving Spreadsheets
4. Labeling Spreadsheets

E. Graphics

1. Defining a Graph
2. Creating Graphics from Spreadsheet Data

F. Printing and Formatting Reports and Documents

G. Merging and Linking Files and Applications

H. Designing and Incorporating Graphics

I. Survey of other Commercial Packages

Name of Text:

Essential Framework, by Ruth Ashley and Judi N. Fernandez; New York: John Wiley and Sons, Inc., 1985

Bibliography:

Beechold, Henry E. The Plain English Repair and Maintenance Guide for Home Computers. New York: Simon and Schuster, Inc., 1984.

Consciousness. Reading, Massachusetts: Addison Wesley, 1980.

Framework: On-the-Job Applications. Culver City, CA: Ashton-Tate Publishing Group, 1985.

Glossbrenner, A. Computer Communications. Crystal Lake, Illinois: Follett Library, 1983.

Hawkes, N. The Electronic Revolution: Computers. F. New York: Franklin Watts, 1983.

Helms, Harry. The McGraw-Hill Computer Handbook. New York: McGraw-Hill Book Company, 1983.

House, Kim G. and Marble, Jeff. Printer Connection Bible. Indianapolis, Indiana: Howard W. Sims and Company, Inc., 1985.

Naiman, Arthur, Computer Dictionary for Beginners. New York: Ballatine, 1983.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Introduction to the Modern World

Prerequisites: None

Credit Hours: 3

Course Description:

Introduction to the Modern World focuses on the characteristics of twentieth century economic and political systems. The course analyzes features of two modern economic systems - a command economy and a market economy, and two modern political systems - a democracy and a totalitarian system. The course also focuses on key local, national and international events and trends which have an impact on national and international events and trends which have an impact on students' current lives and may affect their futures as workers and citizens.

Rationale for Course:

The AAS program has a responsibility to insure that graduates are prepared to enter American society as intelligent participants in the economic and political processes which affect their lives. Responsible citizens must also be knowledgeable about local, national and international events which affect our daily lives. A citizen should be able to differentiate between fact and opinion, detect bias in information, and ask critical questions to determine the facts about current events. Introduction to the Modern World provides students with opportunities to learn and practice these citizenship skills.

Function of Course in Curriculum:

Introduction to the Modern World is part of the required core curriculum for the AAS degree. The course provides students with an opportunity to apply reading, writing, problem-solving, critical thinking and communication skills to subject matter which is lively and relevant to the students future lives as workers and citizens.

Instructor: Jane Frieburg

Performance Objectives:

1. Define the concepts: power, politics, government.

2. Identify the major characteristics of democratic and totalitarian governments, including how leaders are chosen, the rights/responsibilities of citizens, and general decision-making processes.

3. Simulate the American electoral process.

4. Define the concepts: scarcity, supply and demand.

5. Describe the characteristics of a market economy and a command economy.

6. Describe ways in which governments regulate economic systems.

7. Describe possible futures in the world, using predictions commonly held by experts.

8. Use print and TV media to identify current local, national and international issues.

9. Use critical thinking and problem-solving skills to analyze local, national and international issues.

Performance Evaluation:

Students will take mid-term and final examinations to demonstrate their competency with the knowledge objectives for this course.

Each student will engage in at least one formal debate to demonstrate competence in communication, problem-solving and information-gathering skills.

Students will participate in a simulated election to demonstrate their ability to work in groups and their ability to participate in democratic processes.

Each student will write one essay, to be drafted and revised at least twice.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

Expectations For Students:

To pass this course, you must demonstrate your competence in the following objectives:

1. Distinquish between fact and opinion.
2. Find information, using: library, newspapers, magazines and TV.
3. Ask questions to clarify issues.
4. Judge the credibility of sources of information.
5. Detect bias.
6. Identify characteristics of major systems of government.
7. Identify characteristics of major economic systems.
8. Identify current local, national and international issues.
9. Relate current issues to your daily and future life.

Required Activities:

1. Pass mid-tern and final examinations.
2. Participate in one in-class debate.
3. Participate in a simulated election.
4. Write one essay, to be drafted and revised at least twice.
5. Participate in class discussion and small group work.
6. Write answers to study questions which accompany homework readings.

SYLLABUS

Course Content:

Week	
1	Develop core political science concepts (power, politics and government) through readings, class discussions and concept-building exercises.
2 & 3	Develop a profile of a democratic political system through readings and class discussions on decision-making, leadership and the right/responsibilities of citizens.
4 & 5	Develop a profile of a totalitarian political system through readings and class discussions on decision-making, leadership and the rights/responsibilities of citizens.
	(First draft of essay due)
6	Contrast models and case studies of democratic and totalitarian political systems through an in-class debate.
	(Mid-Term Examination)
7	Develop core economic concepts (scarcity and supply and demand) through readings, class discussions and concept-building exercises.
8 & 9	Develop a profile of a market economy. Discuss the relationship between supply and demand and prices in a market economy. Discuss the role of advertising in a market economy.
10	Develop a profile of a command economy.
	(Second draft of essay due)
11	Contrast models and case studies of market and command economies through readings and an in-class debate.
12	Discuss ways in which governments regulate economic systems.
13	Examine the experts' predictions for the future, in the areas of population, food, energy, and conflict.
14 & 15	Identify and discuss a sampling of local, national and international events. Relate events to your life now and in the future.
	(Final draft of essay due)
	(Final Examination)

Name of Text:

(Assigned readings may be drawn from the following books)

Bonstingl, John Jay. Introduction to the Social Sciences. Allyn and Bacon, Inc., 1983.

Dustan, Maryjane and Garlan, Patricia W. Star Sight: Visions of the Future. Prentice-Hall, 1977.

Mahood, R. Wayne and Warren L. Hickman. Concepts for the Social Studies Series: The Marketplace and Power: A Concept Study. Macmillan Publishing Co. Inc., 1975.

Rosen, Stephen. Future Facts. Simon and Schuster, 1976.

Bibliography:

Inquires In Sociology. Boston: Allyn and Bacon, 1978.

Learning About People and Cultures. Seymour Fersh, (ed.) Evanston: McDougal, Littell and Company, 1974.

Growth and Implications for the Future. Dodson and Martin, Branford, Conn: Dinosaur Press, 1975.

American Government, Del Mar, CA: CRM Books, 1973.

Economics in Society. Suzanne Helburn, et. al., Menlo Park, CA: Addison-Wesley Publishing Company, 1974.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Introduction to the Humanities

Prerequisites: None

Credit Hours: 3

Course Description:

Through field trips, readings and class meetings, students will survey several contemporary art and humanity forms - drawing, photography, film, literature, poetry, and architecture. The emphasis will be on the humanities as a medium of communication.

Rationale for Course:

All students should view art and literature as an important enrichment to daily living. Furthermore, studies indicate that employees who are knowledgeable about the culture in which they live have a better chance for success in the workplace. This course provides students with an opportunity to experience and discuss the humanities in a structured setting so that they may learn to appreciate various art and literature forms in their lives as independent adults.

Function of Course in Curriculum:

This course is a required part of the AAS core curriculum. It provides students with an opportunity to enlarge their knowledge of the arts and literature and apply basic communication skills in class discussion and in outside settings.

Instructor: Juanita Harris

Performance Objectives:

1. Identify and differentiate several art forms, including visual arts, literature, film and architecture.

2. Recognize art and literature as forms of human communication.

3. Analyze at least one work of art or literature to determine the message communicated.

Performance Evaluation:

1. Students will participate in class discussions.

2. Students will write essays, based on their field trip experiences.

3. Students will keep a journal which reflects their experiences with assigned poetry and literature.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

SYLLABUS

Course Content:

This course will consist of regular class meetings, assigned readings and three field trips. The course will begin with several class discussions focused on the purposes of art and literature in our lives. Examples from various works of art and literature will be used to provoke discussion.

The course uses a "hands-on" approach to exploring various forms of art, based on field trips to the Smithsonian Institution, a "walking tour" of architectural landmarks, attendence at one interpreted play and the viewing of one or more "classic" films.

Field trips to the Smithsonian will be arranged by the instructor in conjunction with museum docents. The museum guides will provide interpreted explanations of one or two art collections or special exhibits.

A walking tour of architectural landmarks, planned and conducted by the instructor with resources drawn from local published guides to Washington area landmarks, will provide students with an opportunity to distinguish various styles of architecture.

The class will also attend at least one play at Gallaudet or at a commercial theatre and will view several classic films, both silent and captioned.

After each "hands-on" experience, students will discuss their responses to the art medium presented. Students will write short essays based on their experiences.

Students will read excerpts from one or more works of literature and will read a sampling of contemporary and traditional poetry. ASL poetry will also be examined as a new art form.

Expectations for Students:

To pass this course, you must demonstrate your competence in the following objectives:

1. Identify various types of art and literature, including painting, drawing, photography, drama, poetry, film and architecture.

2. Identify ways in which art and literature serve as a form of communication.

3. Analyze one work of art or literature to determine the message being communicated.

Required Activities:

1. Participate in all field trips.
2. Complete all assigned reading.
3. Participate in class discussions.
4. Write several short essays on topics assigned by the instructor.
5. Keep a weekly journal which reflects your experience in this course.

Name of Text: (To be determined)

Bibliography:

Beckwith, Miriam M. "An ERIC Review: Integrating the Humanities in Occupational Programs: An Inventory of Current Practices." Community College Review, 1981, 9 (1), 57-64.

Cohen, Arthur M. "What Next for the Humanities." Community College Review, 1980, 7 (4), 66-71.

Davidson, Arnold C. "Can Liberal Arts and Occupational Education Get Along." Community College Frontiers, 1978, 7 (1), 4-8.

Dziech, Bllie. The Role of the Humanities in Vocational and Technical Programs. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges, Chicago, IL, April 29-May 2, 1979. 11pp. (ED 175 506)

Parsons, Michael H. A Sense of Perspective: Four Years of Experience with an Integrated Humanities Course for Career Students. Paper presented at the "What Ever Happened to the Humanities?" Conerence, Catonsville, MD, May 23, 1978, 19pp. (ED 156 281)

Schmeltekopf, Donald D. (ed.); Rassweiler, Anne D. (ed). Challenges Before the Humanities in Community Colleges: Review and Proceedings of the Community College Humanities Association (National Planning Workshop). Cranford, NJ: Community College Humanities Association, 1980. 92pp. (ED 186 063)

Slonecker, William G. Strengthening Humanities in the Occupational Curriculums of Chemeketa Community College. Paper presented at the American Association of Community and Junior Colleges. National Endowment for the Humanities Conference on Strengthening the Humanities. Los Angeles, CA: February 4-7, 1981. 30pp. (ED 202 561)

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Business Math II

Prerequisites: Business Math I

Credit Hours: 3

Course Description:

Business Math II deals with applications of whole numbers, decimals and fractions to solving mathematics problems in the business office. Topics include applications of decimals and percents to income, purchasing, and merchandising; interest and interest tables; insurance; payroll; depreciation and discount; business statistics and financial statements.

Rationale for Course:

This course provides the students with basic business mathematics concepts required for informed financial management.

Function of Course in Curriculum:

This is a required technical course for all students seeking the Office System degree. It is intended to develop basic business mathematics concepts and skills.

Instructor: Eleanor Hillegeist

Performance Objectives:

Upon completion of Business Mathematics II, the student will:

1. Change decimals to percents and percents to decimals.
2. Use percentage Formula I = p.r.t.
3. Calculate percent increase and decrease.
4. Calculate sales tax, property tax, simple interest, principal, rate, time, compound interest.
5. Prepare payment schedule for loans, find annual percentage rates.
6. Calculate installment loans, loan prepayment, comparing cost of using money.
7. Calculate wages, salary, commission, payroll deduction and federal income taxes.
8. Calculate depreciation using fractional methods and accelerated cost recovery systems.
9. Determine premiums on Life, Fire and Property Insurance.
10. Find net price, list price, percent discount, net price equivalent of a series of discounts, markup and markdown price.
11. Prepare financial statement doing both horizontal and vertical analyses of income statement and balance sheet.
12. Find mean, median and mode for grouped and ungrouped data.
13. Form frequency distribution assigning data into classes.
14. Draw circle, bar and line graph

Performance Evaluation:

Performance will be evaluated based on regular homework, tests, mid-term and final exams and computer application programs.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College.

SYLLABUS

Course Content:

Topics

1. Applications of Decimals
2. Percents
3. Interest and Interest Tables
4. Using Money
5. Payroll
6. Depreciation and Discount
7. Business Insurance
8. Merchandising
9. Financial Statements
10. Business Statistics

Name of Text:

Business Mathematics: Effective Problem-Solving, 2nd Edition, Ackerman, Judy E., Reston Publishing Co., 1985.

Bibliography:

Lange, W., Mason R., Rousos T., Business Mathematics, Houghton Mufflin, Boston, Mass., 1986.

Ackerman, Judy, Business Mathematics, 2nd Edition, Reston Publishing Co., Reston, VA. 1985.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Office Procedures

Prerequisites: None

Credit Hours: 3

Course Description:

This course gives perspectives on the role of office systems in a business environment. It is designed to help students understand the functions that make up an office-support or information processing system and acquaint them with current business technology. This course will provide hands-on experiences in a wide range of problems and office simulations which will sharpen office skills and assist the student in performing a variety of tasks necessary for success in a business office.

Rationale for Course:

Knowledge of office procedures is a necessary part of office systems skills. This course will provide students with a working knowledge of the most frequently performed office duties in a business situation.

Function of Course in Curriculum:

Office Procedures is a required, advanced level course to provide students with business skills required for vocational preparation. This course is also the preparatory course for student internship.

Instructor: Joanne Royce

Performance Objectives:

Upon completion of this course, the student will be able to:

1. List the duties and responsibilities of an office systems worker or administrative assistant.
2. Produce mailable work that has been proofread carefully with all errors corrected.
3. Type correspondence in a timely manner.
4. Demonstrate good work habits and time management skills.
5. Demonstrate the use of various types of office equipment.
6. Performance administrative support tasks within a business structure.
7. Prepare a Resume and letter of Application.
8. List appropriate procedures for conducting a Job Interview.

Performance Evaluation:

Students must demonstrate the ability to complete office projects in mailable form and within the given time frame. Timed tests for speed and accuracy as well as production projects will assess performance level. Vocabulary tests are also administered.

SYLLABUS

Course Content:

In this advanced level course, students will be exposed to a variety of advanced exercises and activities which will give them an understanding of the duties and responsibilities of individuals in a business office. This course will provide a thorough pre-employment review of information, attitudes and skills basic to most office positions. Students will be instructed in the following areas:

A. The Roles of Office Worker: Yesterday, Today and Tomorrow

- Job requirements
- The Changing Business Office
- Word Processing Technology and the Electronic Office Structure

B. Office Tasks: People and Procedures

- Human Relations Skills and Techniques
- Desirable Personal Qualities
- Public Relations
- Receptionist Procedures
- The Communication Process in the Office
- Developing Efficient Work Habits and Time Management Skills
- Orderly Approach to Work

C. Office Tasks: Assisting the Executive

- Reproduction and Distribution of Information
- Secretarial Responsibilities in Handling Mail
- Planning and Conducting Business Meetings
- Travel Arrangements Procedures
- Financial Tasks
- Administrative Records and Procedures
- Performance Evaluation

D. Future Careers in the Business World and How to Apply for Them

- Completing a Personal Inventory
- Locating Job Prospects
- Preparing a Resume
- Letter of Application
- Filing Out the Application Form
- The Job Interview
- Professional Growth and Development
- How to be Successful on a Job
- Intership Expectations and On-The-Job Training

Name of Text:

Kutie & Rhodes, Secretarial Procedures for the Electronic Office, New York: John Wiley & Sons, 1983.

Stewart, et. al., Secretarial Procedures In-Baskets, New York: MaGraw-Hill Company, 1980.

Witherow, Mary, The Secretary on the Job Practice Set, New York: McGraw-Hill Company, 1983.

Bibliography:

Fruchling and Weaver, Electronic Office Procedures, New York: Gregg, McGraw-Hill Company, 1986.

Luke and Stuger, Office Systems and Procedures, Atlanta, GA: Houghton Mufflin, 1982.

Holmes, R., Filing Made Easy, Atlanta, GA: Houghton Mifflin, 1985.

COMMITTEE B - COLLEGIATE FACULTY

FORM FOR PROPOSED CURRICULUM CHANGES

Department: School of Preparatory Studies

Title of Course: Computer Applications

Prerequisites: Database Management System and Spreadsheets and Graphics

Credit Hours: 3

Course Description:

The student will investigate a variety of applications packages currently on the market. The focus will be on communications, local area networks, and new developments in software.

Rationale for Course:

Office systems employees must be able to use different software systems. This course provides hands-on opportunities to improve skills with a variety of software packages.

Function of Course in Curriculum:

Computer Applications is the advanced computer course in the required technical sequence of courses.

Instructor: Robert R. Gotwals, Jr.

Performance Objectives:

The student will:

1. Set up and use a variety of printers with various types of computers.

2. Use a modem, and become familiar with related technical terminology.

3. Use local area networks, and explain advantages and disadvantages of different network formats.

4. Demonstrate the ability to access a variety of commercial networks and electronic databases and bulletin board.

5. Demonstrate the ability to apply previously learned knowledge of software to unfamiliar software.

Performance Evaluation:

Students must demonstrate the ability to access the several modes of comunications, including printers, modems, networks, and electronic databases. Students will also perform a routine task (such as typing a memo or creating a database) with unfamiliar software. Vocabulary quizzes will be used secondarily.

Administrative Considerations:

This course does not duplicate any course currently offered at Gallaudet College. Hardware and software required for the course are part of the current SPS inventory and will require little or no new costs.

SYLLABUS

Course Content:

A. Use of Printers

1. Serial and Parallel Interfaces
2. Protocols: ASCII Codes, Baud Rates, Parity
3. Printer Hardware

a. Cables: Using Jump Tables to Construct Cables
b. Sheet Feeders, Tractor Feeds, etc.
c. Ink Cartridge Loading and Replacement
d. Internal DIP Switch Settings

4. Troubleshooting Printer Problems: Technical Manuals

B. Use of Modems

1. Half and Full Doplex
2. Modem Installation and Use

C. Networks

1. Architecture: Tree, Star, Mesh, Bus, and Ring
2. Installation and Use (Using NWC ENFI System)

D. Electronic Databases

1. Compuserve, etc.

E. Transferring Skills and Knowledge

1. Reading Technical Manuals
2. Techniques for Becoming Quickly Familiar with New Software

F. New Developments

1. Trends in Business Hardware, Software, and Procedures
2. Publications

Name of Text:

Silver, Gerald, and Silver, Myrna. Computers and Information Processing. New York: Harper and Row Publishers, Inc., 1986.

Bibliography:

Beechold, Henry E. The Plain English Repair and Maintenance Guide for Home Computers. New York: Simon and Schuster, Inc., 1984.

Consciousness. Reading, Massachusetts: Addison Wesley, 1980.

Framework: On-the-Job Applications. Culver City, CA: Ashton-Tate Publishing Group, 1985.

Glossbrenner, A. Computer Communications. Crystal Lake, Illinois: Follett Library, 1983.

Hawkes, N. The Electronic Revolution: Computers. F. New York: Franklin Watts, 1983.

Helms, Harry. The McGraw-Hill Computer Handbook. New York: McGraw-Hill Book Company, 1983.

House, Kim G. and Marble, Jeff. Printer Connection Bible. Indianapolis, Indiana: Howard W. Sims and Company, Inc., 1985.

Naiman, Arthur, Computer Dictionary for Beginners. New York: Ballatine, 1983.

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